



Texas School for the Blind and Visually Impaired Outreach Programs

www.tsbvi.edu | 512-454-8631 | 1100 W. 45th St. | Austin, TX 78756

Hearing Issues for Students with Deafblindness: Auditory Training

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3-4 PM

Presented by

Adam Graves

gravesa@tsbvi.edu

Robbie Blaha

blahar@tsbvi.edu

TSBVI Outreach Consultants

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Texas School for the Blind & Visually Impaired

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Outreach Programs Events Update:

- For upcoming webinars: <http://www.tsbvi.edu/webinar-listings>
- For upcoming workshops and conferences: <http://www.tsbvi.edu/training-events?id=4036:14-workshops-otr&catid=227:2014-event-registration>

Housekeeping

- Download handouts and sign-in roster
- Send sign-in roster to keithc@tsbvi.edu or fax to 512-206-9320
- Make sure you registered and complete evaluation within 60 days including code for ACVREP/SBEC credit
- View captions in a separate window at <https://tcc.1capapp.com/event/tsbvi/embed>
- The code will be announced during the presentation

Adobe Connect Webinar Tour

- For tips about screen navigation go to http://www.connectusers.com/tutorials/2008/11/meeting_accessibility/
- Location of pods
- Power Point content included in your handout
- Poll participation – enter response in chat if you cannot access the poll

Link to enter room: <http://tsbvi.adobeconnect.com/hearingdb/>

Auditory Training 101

The introductory webinar on auditory training for students with deafblindness can be found at <http://www.tsbvi.edu/selected-topics/deafblindness#w>

Continuum of Auditory Skills Development



Figure 1: Graphic depicting a line with arrowheads on each end. Between the arrowheads are five points along the auditory skills continuum. From left to right the dots are labeled Awareness, Recognition, Locating, Discrimination, and Comprehension.

Definitions of the Skills Listed on the Auditory Skills Continuum

Awareness: Ability to identify the presence or absence of sounds - Detection and alerting to sounds in the environment (Sometimes referred to as **gross discrimination**)

Recognizing: Demonstration of understanding the difference between sounds such as familiar voices and favorite toys

Locating: Physical movement toward or away from or description of the direction and distance from whence a sound is being produced

Discrimination: The ability to identify words and sounds that are the same and those that are different (Also referred to as **identification**)

Comprehension: The ability to develop and demonstrate understanding of the meaning of multiple varieties and combination of sounds. (Sometimes referred to as **fine discrimination**)

Remember that even students even students who have strong comprehension skills will continue to move back and forth along this continuum as their concept development grows and changes.

Awareness



Figure 2: A young man who is deafblind turning his head and reaching out to touch a blender on the table in front of him which is turned on when the teacher fixes the plug.

Comprehension



Figure 3: A young man with a cane using sign language to describe the different types of sounds in his environment and where the sounds are coming from.

Be Effective

In the previous webinar we discussed the importance of being consistent. These are the steps that you should take on a consistent basis in order for auditory training activities to be effective.

Avoid auditory and visual clutter

Examples of auditory clutter:

- Other students making noises or talking in the room
- Appliances such as air conditioners or refrigerators
- Clanking jewelry

Examples of visual clutter:

- Multi-colored materials on walls, shelves or desks
- Light and shadow patterns created by blinds or overhead lighting
- Patterned materials such as polka dots or stripes on clothes or floors

Allow time for processing

Try to use a consistent pitch, rhythm, vocabulary, and physical gestures when describing or drawing attention to a sound.

For example, If the student has a high frequency hearing loss, team members may want to incorporate songs that take advantage of the lower registers of their voices to help students build an associative connection between a word or sound and an action or object.

Make it Motivating

- Use sounds in the child's hearing range
- Be clear and consistent on which sounds you want the child to attend to and how you would like them to respond to those sounds.
- Use objects or experiences to which the student has an emotional connection
- Take time to build trust so that the student is open to engaging in new or unfamiliar activities.

Seize the Opportunity

- Environmental sounds – when do they start or stop-does the student react?
- Responding to and making note of the difference between sounds that people make intentionally and sounds made involuntarily

What Does This Look Like?



Figure 4: A student directs her teacher's finger to her eye and mouth to indicate that she has pain.

Tips for Making Auditory Training Effective and Motivating Start Close to the Body and Work Your Way Out

- This provides physical and emotional stability
- Attach other sensory elements (sounds) to the experience after you have established a strong and meaningful physical base

Sound and noise are very disorienting or irritating without meaning. It is very important to provide physical and emotional stability before attaching too many sounds to an activity.



Figure 5: A teacher pats the back of a student wearing an FM system with a pom pom.



Figure 6: A teacher offers a weighted ball to a student.

Establish Joint Tactile Attention

Joint attention between communication partners is a critical component of concept and language development. For most students with deafblindness, joint attention is best developed through touch.



Figure 7: A student and teacher sit on the floor facing a ball.

Move Beyond Cause and Effect Activities

Cause and effect activities are great for teaching children that certain sounds are associated with certain object that they are capable of controlling. But don't stop there... Each new sound needs to be taken through the continuum.

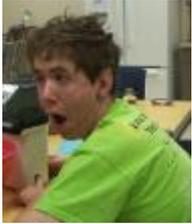


Figure 8: A student reacts with surprise to a sound.

Play Imitation/Turn-Taking Games

Auditory turn taking games are a great way for students and instructors to practice providing and listening for auditory and/or verbal cues with each other.



Figure 9: A student and teacher clap their hands.

Practice Practice Practice



Figure 10: A student cups his hand to his ear.



Figure 11: A student indicates from which direction he hears the sound of an automobile.

Remember...

“Auditory training is something that happens all day, every day, not just Tuesday at 4:30.”
-Susie Tiggs

References

[Susie Tiggs's Live Binder](#)

[Expanded Core Curriculum for Students who are Deaf or Hard of Hearing](#)

[Barclay, Lizbeth A. *Learning to Listen Listening to Learn*, AFB Press. 2012](#)

[Jim Durkel & Kate Moss. *The Importance of Auditory Training for Children Who Are Deafblind*](#)

Huebner, Kathleen M., Prickett, Jeanne, G., Welch, Therese, R., and Joffe, Elga, editors. *Hand in Hand, Early Intervention for Infants with Deafblindness*. New York. AFB Press. 1995



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Figure 12: IDEAs That Work logo and OSEP disclaimer



Figure 13: The Texas School for the Blind and Visually Impaired logo